

ENGLISH FRIENDLY COURSES (EFC) 2024-2025 CAMPUS OF BIZKAIA












<https://www.ehu.es/es/web/gizarte-komunikazio-zientzien-fakultatea/all-the-information>

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In addition to the general offer of courses taught in English, some Centers offer for incoming students English Friendly Courses (EFC): subjects taught in Spanish or Basque, in which the syllabus summary; lecturer tutoring, examinations and/or papers are available in English.

English Friendly Courses taught in SPANISH:

FACULTY OF SOCIAL AND COMMUNICATION SCIENCES (323)

	COURSE	SEMESTER ¹	CREDITS	SCHEDULE ²	LINK TO SYLLABUS
Bachelor's Degree in Sociology					
25010	Sociología de la Vida Cotidiana	1st	6	M	
25016	Cultura, Ocio y Consumo	1st	6	A	
25034	Cambio e Innovación Social	1st	6	M	
25040	Economía política	1st	6	M	
25031	Ciencia, Tecnología y Gestión del Conocimiento	2nd	6	M	
Bachelor's Degree in Audiovisual Communication					
27138	Comunicación Interpersonal y en Grupo	1st	6	M	
Bachelor's Degree in Political Science & Public-Sector Management					
25040	Economía política	1st	6	M	
28327	Sistemas Políticos en el mundo	2nd	6	A	
Double Bachelor's degree in Political Science & Public-Sector Management and Sociology					
25040	Economía política	1st	6	M	
28327	Sistemas Políticos en el mundo	2nd	6	A	
Bachelor's Degree in Advertising & Public Relations					
27170	Comunicación, Género y Cultura de Masas en el Mundo Contemporáneo	2nd	6	A	

¹ SEMESTER: Annual: September 2024 to May 2025


1st: September 2024 to January 2025

2nd : January 2025 to May 2025

² SCHEDULE: Morning (M)/ Afternoon (A): begins at 13.30

English Friendly Courses taught in BASQUE:

FACULTY OF SOCIAL AND COMMUNICATION SCIENCES (323)

COURSE	SEMESTER ³	CREDITS	SCHEDULE ⁴	LINK TO SYLLABUS	
Bachelor's Degree in Sociology					
25027	Herri parte hartzerako prozesuak eta metodoak	2nd	6	M	

³ SEMESTER: Annual: September 2024 to May 2025

1st: September 2024 to January 2025

2nd : January 2025 to May 2025

⁴ SCHEDULE: Morning (M)/ Afternoon (A): begins at 13.30



COURSE GUIDE 2024/25

Faculty 323 - Faculty of Social and Communication Sciences

Cycle .

Degree GSOCIO31 - Bachelor's Degree in Sociology

Year Second year

COURSE

25010 - Sociology of Everyday Life

Credits, ECTS: 6

COURSE DESCRIPTION

The subject course Sociology of Everyday Life is an obligatory part of the second year of the bachelor's degree programme in Sociology. It is related to the subject courses in the first year of the bachelor's degree programme in Sociology "Foundations of Sociological Analysis" and "Social Institutions and Processes" because they represent the foundations of sociological analysis which, in this specific case, are applied to the analysis of everyday life. It is also related to the obligatory subject courses on the bachelor's degree programme in Sociology "Sociological Theory II" and "Sociological Theory III" because these work on the macro and micro theoretical aspects that shape contemporary social realities.

To do this subject course students must first have studied identifying, defining and analysing the social factors that explain processes of continuity and change in social realities. The purpose of this subject course with a view to professional practice is to critically observe and analyse the impact on most immediate, local sphere of life of the social, economic, legal, cultural and political processes previously studied from a macrosocial perspective in other subject courses.

COMPETENCIES/LEARNING RESULTS FOR THE SUBJECT

BASIC AND GENERAL COMPETENCE

- G002 - Prepare and present a sociological research report.
- G003 - Identify and define the basic components of the most relevant social problems.
- G004 - Design, manage and evaluate public policy and social intervention projects, as well as their results.
- G005 - Identify and analyze the basic processes and needs that occur in public organizational structures and private.
- G006 - Prepare and develop management strategies in public and private organizations.
- G007 - Design and evaluate educational and training policies and programs in public and private institutions with a special interest in the promotion of a culture of peace and democratic values.
- G008 - Synthetically analyze the information regarding social problems and needs, with special attention to the gender, class and ethnic inequalities.
- G009 - Develop a critical attitude about data and social practices.
- G010 - Use intellectual and ethical rigor in sociological arguments and analyzes with a view to their professional future.

TRANSVERSAL COMPETENCES

- CT1 - Autonomy and self-regulation.
- CT7 - Critical thinking.

SPECIFIC COMPETENCES

- C2CC01 - Analyze the main schools of sociological theory and assess their explanatory power.
- C2CC04 - Analyze and interpret the structural processes that define contemporary society.
- C2CC06 - Sociologically analyze and interpret the experiential worlds that make up the daily experience of individuals and the meaning they attribute to them.

LEARNING OUTCOMES

- 1.Relate the structural social, political, economic and cultural changes with the phenomena of people's daily lives.
- 2.Describe, interpret and relate the fundamental elements and dimensions that make up people's daily lives.
- 3.Relate the structural and common sense of social reality.
- 4.Relate science, technology and people's daily experience.

Theoretical and Practical Contents

- . Knowledge of ordinary knowledge
- . How everyday life is structured in space and time
- . Interpersonal relations
- . Everyday life and technology
- . Everyday politics: the politicisation of everyday life



TEACHING METHODS

The subject course is fundamentally based on a practical piece of work about students' everyday life, from a double standpoint of analysis and intervention. The analytical dimension will be worked on through practical group and individual work and the writing of research reports. The intervention dimension will call for ethnographic techniques and interventions in students' everyday life with appropriate documentation and collection of information.

TYPES OF TEACHING

Types of teaching	M	S	GA	GL	GO	GCL	TA	TI	GCA
Hours of face-to-face teaching	53		7						
Horas de Actividad No Presencial del Alumno/a	79,5		10,5						

Legend: M: Lecture-based S: Seminar GA: Applied classroom-based groups
 GL: Applied laboratory-based groups GO: Applied computer-based groups GCL: Applied clinical-based groups
 TA: Workshop TI: Industrial workshop GCA: Applied fieldwork groups

Evaluation methods

- End-of-course evaluation

Evaluation tools and percentages of final mark

- Individual assignments 40%
- Teamwork assignments (problem solving, Project design) 40%
- Oral presentation of assigned tasks, Reading 20%

ORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

Systems of assessment

SYSTEM OF CONTINUOUS ASSESSMENT

SYSTEM OF FINAL ASSESSMENT

Marking tools and percentages:

INDIVIDUAL PAPERS 40%

GROUP WORK (PROBLEM-SOLVING, DESIGNING PROJECTS) 20%

PRESENTATION OF WORK, READINGS... 20%

Active, critical participation in class and doing the exercises set from time to time by the tutor 20%

Ordinary Session: Guidance and Withdrawal:

CONTINUOUS ASSESSMENT

- 40% of the final mark. Individual paper on the whole subject area. Each student will conduct a sociological analysis of his/her everyday life, using for this the analytical theories and categories worked on beforehand in class.

- 40% of the final mark. Group and individual work on different parts of the subject matter.

- 20% of the final mark. Active, critical participation in class and doing the exercises set from time to time by the tutor.

Students must obtain a mark better than 4 for the individual work in order to be assessed for the other exercises.

FINAL EXAMINATION: a final examination will be set for all students unable, for proven reasons, to attend classes regularly or who have not passed in the work set in the course of the classes. 100% of their mark will depend on the answers given in this examination. The said examination will take place in the location and at the time stipulated by the centre. In case of need, the exam will be replaced by an individual task, deliverable through e.gela. The task will consist of an essay of between 5,000 and 6,000 words in which some or several of the program topics will be developed. The work will have to be previously agreed with the professor.

EXTRAORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

Extraordinary Session: Guidance and Withdrawal

Those who do not pass the course will be subject, depending on whether or not they have attended classes regularly, to the same system of assessment as the previous session. Students may also opt for assessment through a final examination.

In case of need, the exam will be replaced by an individual task, deliverable through e.gela. The task will consist of an essay of between 5,000 and 6,000 words in which some or several of the program topics will be developed. The work will have to be previously agreed with the professor.

MANDATORY MATERIALS

Material distributed in class or uploaded to the eGela platform by lecturing staff.



BIBLIOGRAPHY

Basic bibliography

AUGE, Marc (1993) Los no lugares. Espacios del anonimato. Barcelona: Gedisa.
DE CERTEAU, Michel (1999) La invención de lo cotidiano. México: Universidad Iberoamericana

Detailed bibliography

ADAM, Barbara (1999) Timewach. The social analysis of time. Cambridge. Polity Press.
ARPAL, Jesús (1997) "Regularidades temporales y vida cotidiana" in Dpto. de Justicia, Economía, Trabajo y Seguridad Social (ed.) Empleo y tiempo de trabajo: El reto de fin de siglo. Gasteiz: Eusko Jaurlaritza.
BECK, ULRICH; BECK—GERHEIM, ELISABET (2001) El normal caos del amor. Barcelona: Paidós.
DEBORD, Guy (2005) La sociedad del espectáculo , Valencia: Pre-Textos.
GOFFMAN, Erving. (1993) La presentación de la persona en la vida cotidiana. Buenos Aires: Amorrortu.
LEFEVBRE, Henri (2013) La producción del espacio. Madrid: Capitan Swing.
SCHUTZ, Alfred eta LUCKMANN, Thomas (1973) Las estructuras del mundo de la vida, Buenos Aires: Amorrortu.

Journals

Arbor. Ciencia, pensamiento y cultura. <http://arbor.revistas.csic.es/index.php/arbor>
Inguruak. Soziologia eta Zientzia Politikoaren Euskal Aldizkari. <http://dialnet.unirioja.es/servlet/revista?codigo=709>
Papeles del CEIC. <http://papeles.identidadcolectiva.es/index.php/CEIC>
Política y Sociedad. <http://revistas.ucm.es/index.php/POSO>
Revista Internacional de Sociología. <http://revintsociologia.revistas.csic.es/index.php/revintsociologia>
Revista Española de Investigaciones Sociológicas. <http://www.reis.cis.es/REIS/html/index.html>
Gender and Society. <http://gas.sagepub.com/>
Time and Society. <http://tas.sagepub.com/>

Web sites of interest

Sociologia Ordinaria. Aprendiendo de lo banal, lo frívolo y lo superficial: <http://sociologiaordinaria.com/>
"Links de sociología": <http://www.eweb.unex.es/eweb/sociolog/BAIGORRI/links/links.htm>

OBSERVATIONS



COURSE GUIDE

2024/25

Faculty 323 - Faculty of Social and Communication Sciences

Cycle .

Degree GSOCIO31 - Bachelor's Degree in Sociology

Year Third year

COURSE

25016 - Culture, Leisure & Consumerism

Credits, ECTS: 6

COURSE DESCRIPTION

The course "Culture, Leisure and Consumerism" is an optional subject in the module "Structural Processes in Current Societies", which brings students closer to the analysis of current social issues from a sociological perspective. This subject presents the theoretical frameworks and methodological strategies necessary to analyse these topical issues from a sociological point of view. It also introduces the discipline's main debates and lines of research.

COMPETENCIES/LEARNING RESULTS FOR THE SUBJECT

1. Define the objects of study of the sociologies of culture, leisure and consumption, as well as their process of appearance and development as specialized subdisciplines.
2. Specify the theoretical frameworks and methodological strategies of the sociological analysis of these three fields, with particular attention to their interaction, by means of presenting their different perspectives and lines of research.
3. Analyze the social dimensions of cultural, leisure and consumption practices from a sociological perspective. Define the connection of these three variables with relevant social identities.
4. Interpret the process of building our consumer society and mass culture, together with multiculturalism in late postmodern societies.
5. Analyze and understand the diversity of current phenomena, pointing out what the most relevant trends in consumption, cultural and leisure practices are.
6. Comprehend the role of social institutions -as well as other social agents- in the processes of cultural, recreational and consumer production and management. Also, understand how this has become institutionalized through the processes of socialization.
7. Connect the concepts of culture, leisure and consumerism with the globalization process and its aftermath.
8. Relate the sociological perspective on these issues with those of other disciplines such as anthropology, history, psychology and cultural studies.

Learning Outcomes:

1. Introduce the various theoretical frameworks and methodologies.
2. Understand current trends taking place in societies.
3. Systematically compare the relationships between culture, leisure and consumerism.

Theoretical and Practical Contents

TOPICAL ISSUES /THEORETICAL-PRACTICAL CONTENTS

1. Introduction: General framework. Culture and Society. Preceding, structural backgrounds: mass capitalism. Weber, bureaucratization and the development of the rationalization process. Rationalization as the basis for understanding culture, leisure and consumption in our societies.
2. Towards a sociology of culture, leisure and consumption. Different ways of approaching the sociological analysis of culture. Background and functions of leisure; analysis of its social, cultural and economic effects on advanced societies. The social character of consumption and the society of over-consumption.
3. The process of Taylorization: production, work and leisure. Culture, leisure and consumerism in mass capitalism. The industry of culture vs. industrial culture.
4. Global capitalism and the precariousness of life. Culture, leisure and consumerism in globalized capitalism. Turbo-capitalism. The precariat, a new social class. The McDonaldization of Society. The structures of consumption. Consumerism as a legitimization of globalization.
5. Towards a more integrated perspective in the analysis of culture, leisure and consumerism. Internet and the



mediatization of digitized culture. The impact of digitalization on cultural, leisure and consumer practices.

TEACHING METHODS

METHODOLOGY

This course combines a set of methodologies to develop abovementioned theoretical and practical skills, including:

- M1: Theoretical presentations of the instructor.
- M2: Viewing of selected reports, group analysis, exhibition and discussion.
- M3: Practical group work on a given topic of students' choice. Presentation to the class and discussion.
- M4: Written test
- M5: Tutorial sessions as a key teaching-learning tool

TYPES OF TEACHING

Types of teaching	M	S	GA	GL	GO	GCL	TA	TI	GCA
Hours of face-to-face teaching	46	7	7						
Horas de Actividad No Presencial del Alumno/a	69	10,5	10,5						

Legend: M: Lecture-based S: Seminar GA: Applied classroom-based groups
 GL: Applied laboratory-based groups GO: Applied computer-based groups GCL: Applied clinical-based groups
 TA: Workshop TI: Industrial workshop GCA: Applied fieldwork groups

Evaluation methods

- Continuous evaluation
- End-of-course evaluation

Evaluation tools and percentages of final mark

- Written test, open questions 40%
- Exercises, cases or problem sets 40%
- Individual assignments 10%
- Oral presentation of assigned tasks, Reading 5%
- PARTICIPACIÓN ACTIVA Y ASISTENCIA 5%

ORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

Following university policies, a CONTINUOUS EVALUATION system based on a set of tests and evaluation activities will be used preferably to assess the progress of each student throughout the training period. The evaluation system shall include:

- 1: Carrying out a written test to evaluate the degree of understanding of the basic concepts and the main explanatory paradigms dealt with in the subject (25%).
2. Viewing of reports and graphic documents, reading and commenting on texts, carrying out exercises, analysis, presentation and individual or group discussion on topics of interest related to the subject (35%).
- 3: Teamwork assignment: students will have to develop a theoretical-practical work of diagnosis or research on a topic of their choice, once this is agreed with the instructor. Submission (35%) and presentation to the class (5%). Different orientation and support sessions will be held for the elaboration of the teamwork throughout the course. Submission of written works will not be accepted if the contents of theses have not been previously discussed and agreed (topic, justification, objectives, hypothesis, methodology and initial bibliography) with the instructor, and presented to the whole class. As a result of the presentation and discussion with the class, students are expected to incorporate the corresponding suggestions for improvement in the final version of the document.

Students under the End-of-course EVALUATION system will have to make a WRITTEN TEST (50%) and an INDIVIDUAL WORK of diagnosis / research. The same specification as those described for the group works will be applied; submission of papers will not be accepted without previous agreement with the lecturer on basic aspects to be covered.

In accordance with art. 8.3 of the Regulatory Regulations for Student Assessment of the UPV-EHU, students who opt out the continuous evaluation system will send a letter to the instructor within 9 weeks after the beginning of the semester. Likewise, they will contact her to discuss the topic and contents of their final research paper.



Also, in accordance with art.12.2 of the same regulations, students may waive the assessment call up to one month before the end date of the teaching period. This shall be communicated to the instructor.

EXTRAORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

The evaluation of the subject in the extraordinary call will be carried out through the end-of-course evaluation system. That is to say, a written theoretical test (50%) will be carried out and an individual work/paper will be presented (50%) under the same conditions as in the ordinary call.

Students who have participated in the continuous evaluation will be allowed to keep their marks.

MANDATORY MATERIALS

Required materials will be available through the eGela platform.

BIBLIOGRAPHY

Basic bibliography

- Adorno, T. y M. Horkheimer. 1974. "La industria cultural", en *Industria cultural y sociedad de masas*. Caracas: Monte Avila.
- Alonso, L. E. 2005. *La era del consumo*. Madrid: Siglo XXI de España.
- Baudrillard, J. 2007 [1970]. *La sociedad de consumo. Sus mitos, sus estructuras*. Madrid: Siglo XXI.
- Bauman, Z. 2011 [1998]. *Trabajo, consumismo y nuevos pobres*. Barcelona: Gedisa.
- Bocock, R. 1995. *El consumo*. Madrid: Talasa Ediciones.
- Debord, G. 1999. *La sociedad del espectáculo*. Valencia: Pre-textos.
- Illouz, E. 2007. *Intimidaciones congeladas. Las emociones en el capitalismo*. Madrid: Katz.
- Lipovetsky, G. 2007. *La felicidad paradójica. Ensayo sobre la sociedad del hiperconsumo*. Barcelona: Anagrama.
- Standing, Guy. 2013. *El precariado. Una nueva clase social*. Barcelona: Pasado & Presente.
- Weber, M. 1988. *El político y el científico*. Madrid: Alianza.
- Ritzer, G. 1996 [1993]. *La mcdonalización de la sociedad. Un análisis de la racionalización de la vida cotidiana*. Barcelona: Ariel.

Detailed bibliography

- Álvarez Sousa, A. 1994. *El ocio turístico en las sociedades industriales avanzadas*. Barcelona: Bosch.
- Álvarez Sousa, A. 2011. *Teoría sociológica y turismo*. A Coruña: Netbiblo.
- Ariño, A. 1997. *Sociología de la cultura. La constitución simbólica de la sociedad*. Barcelona: Ariel.
- Bégout, B. 2007. *Zerópolis*. Barcelona: Anagrama.
- Coriat, B. 1993 [1979]. *El taller y el cronómetro. Ensayo sobre el taylorismo, el fordismo y la producción en masa*. Madrid: S. XXI.
- Escobar de la Serna, L. 1991. *La cultura del ocio*. Madrid: Eudema.
- Gil Juárez, A. y Feliu, J. (coords.). 2004. *Psicología económica y del comportamiento del consumidor*. Barcelona: Editorial UOC.
- Gimeno Ullastres, J.A. (coord.). 2000. *El consumo en España: un panorama general*. Madrid: Fundación Argentaria.
- Lanfant, M-F. 1978). *Sociología del ocio*. Barcelona: Península.
- Latiesa Roríguez, M., García Ferrando, M., y Álvarez Sousa, A. (coords.) 2009. *Sociología del Ocio y del Turismo: Tipos, Planificación y Desarrollo*, Granada: EUG, Universidad de Granada.
- Luttwak, E. 2000 [1998]. *Turbocapitalismo*. Barcelona: Crítica.
- Marcuse, H. 1981. *El hombre unidimensional*. Barcelona: Ariel.
- Martínez Quintana, V. 2019. *Perspectiva sociológica turística en las sociedades del ocio*. Madrid: Sanz y Torres, UNED.
- Tomlinson, J. 2001. *Globalización y cultura*. México, D. F.: Oxford University Press.
- Veblen, T. 1971. *Teoría de la clase ociosa*. México: Ed. Fondo de Cultura Económica.
- Williams, R. 1994. *Sociología de la cultura*. Barcelona: Paidós.

Journals

Política y Sociedad



Revista Española de Sociología.
Papers. Revista de Sociología.
Revista Internacional de Sociología.
INGURUAK – Revista oficial de la Asociación Vasca de Sociología y Ciencia Política (AVSP)

Web sites of interest

<https://www.euskadi.eus/gobierno-vasco/estudios-sociologicos/>
<https://consumo.gob.es/>
<https://www.cis.es/cis/opencms/ES/index.html>
<http://www.injuve.es/observatorio/ocio-y-tiempo-libre/jovenes-ocio-y-consumo>

OBSERVATIONS

Bibliographical references in English will be available to English-speaking students.



COURSE GUIDE

2024/25

Faculty 323 - Faculty of Social and Communication Sciences

Cycle .

Degree GSOCIO31 - Bachelor's Degree in Sociology

Year Third year

COURSE

25027 - Processes and Methods for Public Participation

Credits, ECTS: 6

COURSE DESCRIPTION

Processes and Methods for People Participation (PMPP) is an elective course that can be taken in the third or fourth year of the Sociology and Political Science degrees. The course lasts from February to May and is worth 6 credits.

This elective subject is designed for students who wish to acquire a basic knowledge of participatory processes and to improve their skills in facilitating community processes. The objectives are the following:

1. To carry out a group reflection on popular participation and political power.
2. To know the approaches and methodologies that have been developed in the social sciences to facilitate popular participation and empowerment.

COMPETENCIES/LEARNING RESULTS FOR THE SUBJECT

The main aim of the course is to provide the students with basic concepts and skills for leading community participatory processes. The academic competences of this subject are:

1. Acquiring basic knowledge about participatory action-research as the main philosophical and methodological approach for guiding community processes.
2. Developing the ability to lead group collaborative dynamics.
3. Improving the self-knowledge and relationship skills needed for monitoring group processes.

The key skills competences of this subject are as follows:

- Giving clear oral presentations of the results of group practices, as well as of theoretical debates that have taken place in working groups.
- Acquiring the ability to work independently, with teacher guidance.
- Adopting a positive attitude towards listening to classmates and learning the subject, as well as seeking to play an active role in the learning process.
- Developing the knowledge and ability to lead group workshops in English, both in the written and oral form.

Theoretical and Practical Contents

- 1) Practical experiences supporting people participation:
 - a) On the initiative of popular or grassroots movements.
 - b) On the initiative of public institutions.
- 2) Group dynamics and techniques for supporting people participation:
 - a) Meetings, assemblies and workshops: the contributions of dynamization.
 - b) Facilitating groups processes.
 - c) Methodologies and techniques for participation.
- 3) Participatory action-research: building knowledge and action collectively (processes and product dimensions):
 - a) Social agents, demands and initial negotiation.
 - b) Opening cycle, self-diagnosis: community networks and social discourses.
 - c) Closing cycle: knowledge devolution and proposals for collective action.
 - d) Implementation of proposals and evaluation of the action-research process.
- 4) Methodologies and knowledge for emancipation:
 - a) Knowledge as a tool of power: epistemological ruptures and democratization of knowledge.
 - b) Social Sciences and proposals for emancipation: Popular Education, Systematization of experiences, Reflect-Action, Theatre of the oppressed, etc.
- 5) Human agency, people participation and political power.
 - a) Democracy and the dialectic of power relationships. Modern State, Capitalist Market and Community Networks in the historical context of the main oppressive systems: Colonialism, patriarchy and capitalism.
 - b) Social struggles and resistances: popular initiative and grass-roots movements.



TEACHING METHODS

In the classroom, presentations of experiences by the teacher will alternate with the reading and discussion of short texts, and the realization of different group dynamics. In the same way, the students will carry out group exercises both individually and in pairs.

TYPES OF TEACHING

Types of teaching	M	S	GA	GL	GO	GCL	TA	TI	GCA
Hours of face-to-face teaching	46	7	7						
Horas de Actividad No Presencial del Alumno/a	69	10,5	10,5						

Legend: M: Lecture-based S: Seminar GA: Applied classroom-based groups
 GL: Applied laboratory-based groups GO: Applied computer-based groups GCL: Applied clinical-based groups
 TA: Workshop TI: Industrial workshop GCA: Applied fieldwork groups

Evaluation methods

- End-of-course evaluation

Evaluation tools and percentages of final mark

- Written test, open questions 40%
- Exercises, cases or problem sets 30%
- Teamwork assignments (problem solving, Project design) 30%

ORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

EXTRAORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

MANDATORY MATERIALS

Ahedo, I.; Martínez J.; Ormazabal, A. (2019). Gobernantza eta herritarren partaidetza. Hegoa Institutoa. Bilbao. <https://publicaciones.hegoa.ehu.eus/eu/publications/418>

Martinez, Zesar; Iñarra, Maialen. “Herritarren hizkuntza-aktibazioa, prozesu proposamena”. BAT Soziolinguistika Aldizkaria 115, 2020 (2).

Martínez, Zesar; Gorostidi, Izaro; ormazabal, Andere (2023) “Parte hartze politikoa eta ekintza kolektiboa: herri-ekimenaren eta administrazio publikoaren arteko harremanak”. Demokrazian sakontzea eta parte hartzea, hainbat eskalatan. UPV/EHU

BIBLIOGRAPHY

Basic bibliography

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- Bradbury Huang, Hilary (2010) "What is good action research? Why the resurgent interest?". Action Research, Volume 8(1): 93–109.
- Bussu, Sonia and Koen P.R. Bartels. (2014) "Facilitative Leadership and the Challenge of Renewing Local Democracy in Italy". International Journal of Urban and Regional Research. Volume 38.6, 2256–73.
- Dı́az-Arévalo, Juan Mario (2022). "In search of the ontology of participation in Participatory Action Research: Orlando Fals-Borda’s Participatory Turn, 1977–1980". Action Research, Vol. 20(4) 343–362.
- Wittmayer, Julia M.; Schöpke, Niko. (2014) "Action, research and participation: roles of researchers in sustainability transitions". Sustainability Science. DOI: 10.1007/s11625-014-0258-4

Detailed bibliography

- Fals-Borda, Orlando; Anisur Rahman, Muhammad. (1991) Breaking the Monopoly with Participatory Action Research. Apex Press.



- Florence Nyemba; Minna Mayer. (2018) "Exploring the roots of participatory action research: An interview with Dr Marja-Liisa Swantz" Action Research, Vol. 16(3) 319–338.

- Soliz, F.; Maldonado, A. (2012) Guía de metodologías comunitarias participativas. Repositorioa Universidad Andina Simón Bolívar. <http://repositorio.uasb.edu.ec/bitstream/10644/3997/1/Soliz%20F-CON008-Guia5.pdf>

- Pereda, C.; De Prada M.A.; Actis, W. (Colectivo IOE, 2003) "Investigación acción participativa: una propuesta para un ejercicio activo de la ciudadanía" paper presented at Activist Research Conference, Barcelona. https://www.colectivoioe.org/index.php/publicaciones_articulos/show/id/95

- Martínez, Zesar; and Casado, Beatriz (2013). Acerca de opresiones, luchas y resistencias: movimientos sociales y procesos emancipadores. Cuadernos de Trabajo 60, Hegoa, Bilbao. https://www.researchgate.net/publication/338897140_Acerca_de_opresiones_luchas_y_resistencias_movimientos_sociales_y_procesos_emancipadores

Journals

<https://ceaal.org/v3/biblioteca-la-piragua/>

<https://jprm.scholasticahq.com/>

<https://journals.sagepub.com/home/arj>

Web sites of interest

<https://ceaal.org/v3/>

<http://www.redcimas.org/biblioteca/metodologia/>

<http://www.colectivoioe.org/>

http://www.uam.es/personal_pdi/stmaria/jmurillo/recursos/inv-accion.htm

<http://www.aral.com.au/>

<http://www.participedia.net/en/about>

OBSERVATIONS



COURSE GUIDE

2024/25

Faculty 323 - Faculty of Social and Communication Sciences

Cycle .

Degree GSOCIO31 - Bachelor's Degree in Sociology

Year Fourth year

COURSE

25031 - Science, Technology & Society

Credits, ECTS: 6

COURSE DESCRIPTION

Science, Technology and Society Studies have become crucial areas of knowledge to understand contemporary societies. The subject analyses science as a complex social institution and addresses its re-articulation re-definition processes. In the context of globalised and information societies, the course deals with the new meanings produced in the relationship between science, technology and society. It delves into theoretical issues such as the production of scientific knowledge, but also into specific controversies around automation and digitisation, platform or gig economy, Big Data, Artificial Intelligence, bio-technologies and so on. Overall, it addresses the social processes related to science and technology, as well as the importance of knowledge production and management in contemporary societies.

COMPETENCIES/LEARNING RESULTS FOR THE SUBJECT

The main goal of the subject is for students to learn the theoretical and methodological foundations of the sociological studies of science, technology and society. It thus aims for students to understand the social dimensions of change processes in society and organisations, taking also into account, knowledge production and management. In short, it seeks for students to acquire practical skills in handling and analysing information and data in the fields of both Science and Technology Studies and knowledge production and management.

GENERAL COMPETENCIES

At the end of the course, students will be expected to:

G001 - Plan and carry out sociological research applying the most appropriate techniques according to the established objectives.

G002 - Write and present a sociological research report.

G003 - Identify and define the basic components of the most relevant social problems

CORE SKILLS:

CB1 - Students demonstrate having and understanding the knowledge in this area of study. That includes aspects that involve knowing about the cutting-edge theories in the field of Science and Technology Studies.

CB2 - Students know how to apply the acquired knowledge to their work or vocation in a professional manner. That is, they possess the skills that are usually demonstrated by preparing and defending arguments and problem resolution in this field of study.

CB3 - Students have the ability to gather and interpret relevant data in this field in order to make judgements that include grounded thoughts and reflections on relevant social, scientific or ethical issues.

CB4 - Students are able to communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.

CB5 - Students have developed the necessary learning skills to carry out further studies with a high degree of autonomy.

CROSS-CUTTING SKILLS

C4CC01 - Students will be able to design, prepare and defend for assessment a research project demonstrating the skills and knowledge acquired throughout the degree course.

C4CC09 - Students will develop teamwork skills and abilities.

G008 - Students will be able to analyse synthetically information concerning to social problems and needs, with special focus on gender, class and ethnic inequalities and bias.

G009 - Students will develop a critical attitude towards data and social practices.

G010 - Students will deploy intellectual and ethical rigour based on sociological arguments and analysis to be applied in their future career.

SPECIFIC SKILLS:

C4CC02 – Analyse and critically acknowledge the role of technological innovation in the socio-economic and cultural change of society.

Specifically, from a macro-sociological perspective, the aim is for students to be able to address the processes of social innovation in the different dimensions of the social structure (Economy, Science and Technology, Education). Thus, they will be able to understand and explain the role of scientific, technological, economic and social innovation as elements of social change.

On the other hand, from a more micro-sociological perspective, the aim is for students to be able to analyse the relationship between science, technology and people's everyday experience. This way, the aim is for students to be able to interpret and explain a world mediated by technologies that ultimately give shape to the contemporary experience.

LEARNING OUTCOMES

1. Acquire and put into practice a basic set of concepts and methodologies for the sociological approach to science and



- technology studies and knowledge management (cross-linked with competences 1-2-9 of the module).
2. Analyse and use the main concepts and methodologies of the national/regional science and innovation systems perspective (cross-linked with competences 1-2-9 of the module).
 3. Analyse and put into practice conceptual and methodological instruments for the social study of the processes of design and implementation of new organisational systems related to knowledge management (cross-linked with competences 1-2-9 of the module).
 4. Know how to present the main concepts and methodologies for the social study of science and technology.
 5. Know how to use the main concepts and methodologies from the perspective of Science Technology and Society studies.

Theoretical and Practical Contents

MAIN TOPICS AND CONTENTS

1. Sociologies of knowledge, science and technology.
2. The production of scientific knowledge. Relations between science, technology and society.
3. Contemporary approaches to the production of knowledge.
4. Science and technology policies.
5. Technology, knowledge management and innovation systems.
6. Contemporary controversies around technological innovations.

TEACHING METHODS

In this subject, the individual work of students, teamwork and the capacity for collective analysis will be especially encouraged. More specifically, through different teaching methods (lectures, seminars, classroom practice and workshops), the following activities will be carried out:

- Lectures aimed to introduce the students to the theoretical foundations of the aforementioned main topics of the teaching programme.
- Sessions focused on carrying out practical tasks both individually and in groups: analyses of journal articles, press news, audio-visuals and seminars including classroom presentations and a small fieldwork.
- Specific workshops on contemporary issues, controversies and social processes revolving around technology and science. For example: automation and digitisation of processes, artificial intelligence, biotechnology, etc.

TYPES OF TEACHING

Types of teaching	M	S	GA	GL	GO	GCL	TA	TI	GCA
Hours of face-to-face teaching	46	7	7						
Horas de Actividad No Presencial del Alumno/a	69	10,5	10,5						

Legend: M: Lecture-based S: Seminar GA: Applied classroom-based groups
 GL: Applied laboratory-based groups GO: Applied computer-based groups GCL: Applied clinical-based groups
 TA: Workshop TI: Industrial workshop GCA: Applied fieldwork groups

Evaluation methods

- End-of-course evaluation

Evaluation tools and percentages of final mark

- Written test, open questions 50%
- Exercises, cases or problem sets 50%

ORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

Assessment in this subject will be CONTINUOUS and will include: a) a written exam to be taken based on a.1) producing and oral presentation (in class) of in-depth individual case-based research, which represents the 30% of the final grade. And a.2) a dissertation on the theoretical and practical content of different subjects worked in class. The grade obtained in this dissertation will account for 20% of the student's final grade. b) The performance and presentation in class of different individual and group tasks throughout the academic year. The grades for these assignments and the continuous assessment of work done by the student in class will represent 50% of the final grade. To apply this mode of assessment, 80% minimum attendance at class is required.

As per the rules in force, students may submit a written waiver of continuous assessment to the lecturer responsible for the subject not less than a month before end of the teaching time (Assessment Regulations, Art. 12.2).

FINAL ASSESSMENT

Regulations for the evaluation of students in degrees of UPV/EHU (BOPV nº50-13/03/2017) Article 8.3 of the Student



Assessment Regulations for official degrees at the UPV/EHU (BOPV [Official Gazette of the Basque Country, No. 50-13/03/2017], "student shall be entitled to be assessed by the final assessment system, regardless of whether or not they in the continuous assessment system. To that end, students shall submit a written waiver of continuous assessment to the lecturer responsible for the subject within 9 weeks of the beginning of the four-month term [...] That final assessment will be a written final exam"

The final assessment under the ordinary session will consist of a written theoretical-practical exam making up 100% of the grade. This exam will include both theoretical questions and practical activities, and the knowledge acquired and the skills developed by the student will be jointly assessed.

If it is necessary to adapt the assessment to a distance and online environment, students who have applied for the final assessment must:

A) Carry out an integrated practical program of tasks that would cover the skills / learning outcomes of the subject and that will be delivered on the date of the ordinary session set by the academic calendar of the Faculty.

B) Carry out a theoretical-practical written test in synchronous mode, but online, using the platforms and software that the University of Basque Country makes available for distance learning.

EXTRAORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

For students who have followed the combined assessment modality, the grades obtained in the different tasks and assignments will be retained, provided these have exceeded the established minimum. For students who have not participated in the continuous assessment system under the ordinary session, the final assessment in an extraordinary session will be a written theoretical-practical exam making up 100% of the grade. This exam will include both theoretical questions and practical activities, and the knowledge acquired and the skills developed by the student will be jointly assessed.

If it is necessary to adapt the assessment to a distance and online environment, the students in extraordinary call must:

A) Carry out an integrated practical program of tasks that would cover the skills / learning outcomes of the subject and that will be delivered on the date of the ordinary session set by the academic calendar of the Faculty.

B) Carry out a theoretical-practical written test in synchronous mode, but online, using the platforms and software that the University of Basque Country makes available for distance learning.

MANDATORY MATERIALS

A selection of compulsory texts and materials will be provided. These materials will be used for the theoretical study of the subject, as well as for carrying out practical tasks. The detailed programming of the subject, as well as the necessary supplementary materials will be available for students on the eGela platform.

BIBLIOGRAPHY

Basic bibliography

Barnes, D., Edge, D.(1992) Science in Context: Readings in the Sociology of Science. Open Uni. Press.

Haraway, D.(1991) Simians, cyborgs, and women : the reinvention of nature. New York: Routledge.

Latour, B., & Woolgar, S. (1986) Laboratory life : the construction of scientific facts. Princeton, N.J.: Princeton University Press.

Latour, B. (2005) Reassembling the Social. An introduction to Actor-Network-Theory. Oxford: Oxford University Press.

Stengers, I. (2018) Another Science is Possible: A Manifesto for Slow Science: Polity Press.

Ziman, J. (1987) An introduction to science studies. Cambridge University Press.

Detailed bibliography

Braidotti, R. (2019): Posthuman knowledge (Vol. 2): Polity Press Cambridge.

Frost, S. (2016): Biocultural Creatures. Toward a New Theory of the Human: Duke University Press.

Gibbons, M. (1994) The new production of knowledge: the dynamics of science and research in contemporary societies. London: Sage

Latour, B. (1987) Science in action: How to follow scientists and engineers throughout society. Cambridge, Mass.: Harvard Univ. Press

Latour, B. (1999) Pandora's Hope: Essays on the Reality of Science Studies: Harvard University Press.

MacKenzie, D.; Wajcman J. (editors) (1998) The Social Shaping of Technology: Second Edition. Open University Press: Buckingham, UK.

Sanz-Menéndez, L. & Cruz-Castro, L. (2005) "Explaining the science and technology policy of regional governments", Regional Studies 7, pp. 939-954

Tsing, H. ; Swanson, E. Gan, & Bubandt, N. (Eds.). (2017). Arts of living on a damaged planet. Minneapolis: University of Minnesota Press.

Journals

ArtefaCToS. Revista de estudios sobre la ciencia y la tecnología (ESP)

Athenea Digital. Revista de Pensamiento e Investigación Social (ESP)

Research Policy (UK)

Revista Iberoamericana de Ciencia, Tecnología y Sociedad (ESP)



Social Studies of Science (UK)
Techniques & Culture (FR)
Technovation (UK)
Tecnoscienza (IT)
Teknokultura (ESP)
Theory, Culture and Society (UK)

Web sites of interest

European Association for the Study of Science and Technology
European Commission
Society for Social Studies of Science
The Conversation
The Italian Society of Science and Technology Studies

OBSERVATIONS

Whenever possible, international students will be provided with learning materials and contents in english.



COURSE GUIDE

2024/25

Faculty 323 - Faculty of Social and Communication Sciences

Cycle .

Degree GSOCIO31 - Bachelor's Degree in Sociology

Year Fourth year

COURSE

25034 - Social Change & Innovation

Credits, ECTS: 6

COURSE DESCRIPTION

Social Change and Innovation revolves around innovative processes or experiences driving change (social, political, economic, cultural, technological, etc.) in contemporary societies. In this sense, the main aim of the course is to provide students with the theoretical, analytical and methodological tools necessary for the analysis and design of change and social innovation. In addition to approaching the main theories in these fields of knowledge, interesting experiences or case studies will be analyzed due to their creativity, magnitude or scope.

These are the specific goals of the course:

1. Understand, interpret and analyze change and social innovation, acquiring the necessary theoretical and analytical tools.
2. Relate the main theories of change and innovation with specific social dynamics and problems.
3. Develop an open, critical and receptive attitude towards the problems derived from social change.
4. Work on the ability to argue.

Change and Social Innovation is a subject offered by the Department of Sociology and Social Work. This is a compulsory subject in the 4th year of the Sociology degree. While technological, scientific, economic and social innovation can be considered factors of social change, it is clearly linked to these other fourth-year subjects: Sociology of Education (first semester, compulsory), Social Dimensions of the Economy (second semester, compulsory); Science, Technology and Knowledge Management (second semester, elective).

COMPETENCIES/LEARNING RESULTS FOR THE SUBJECT

- G001 - Plan and carry out sociological research applying the most appropriate techniques to the proposed goals.
- G002 - Prepare and present a sociological research report.
- G003 - Identify and define the basic components of the most relevant social problems.
- G004 - Design, manage and evaluate public policy and social intervention projects, as well as their results.
- G005 - Identify and analyze the basic processes and needs that occur in public and private organizational structures.
- G006 - Prepare and develop management strategies in public and private organizations
- G007 - Design and evaluate educational and training programs in public and private institutions with special interest in promoting a culture of peace and democratic values.
- G008 - Synthetically analyze the information regarding social problems and needs, with special focus on gender, class and ethnic inequalities.
- G009 - Develop a critical attitude towards data and social practices.
- G010 - Use intellectual and ethical rigor in sociological arguments and analyzes with a view to their professional future.

TRANSVERSAL COMPETENCES

- CT2 - Social commitment
- CT4 - Ethics and Professional Responsibility
- CT7 - Critical thinking.
- CT8 - Group work.

SPECIFIC COMPETENCES

- C4CC01 - Design, elaborate and present a research project to show the skills and knowledge acquired by the student throughout the degree.
- C4CC02 - Analyze and assess the role of innovation in the socioeconomic and cultural progress of society.

LEARNING OUTCOMES

1. Know the most relevant theoretical perspectives and currents of social change.
2. Identify the main areas of social innovation.
3. Characterize social change and innovation and apply their respective typologies.
4. Apply specific research and intervention techniques in the fields of change and innovation.
5. Evaluate social innovation experiences and projects.
6. Order and argue the main ideas of the subject; acquire argumentative skills.
7. Demonstrate at all times a receptive and open attitude to the problems associated with change and social innovation.
8. Critically assess the theories, techniques and experiences of change and social innovation.



Theoretical and Practical Contents

1. Collapse of modernity: systemic approach.
2. Objects, inertia and innovations.
3. Design as a practice for change and innovation. Design thinking, ontological design, transitional designs and speculative designs.

TEACHING METHODS

The subject will propose different perspectives, tools and practicals to analyze and promote change and social innovation. To that end, readings and explanations will be combined with exercises of a practical and experimental nature. Throughout the semester, students will work on a group innovation project, in different phases and formats. Basically, the sequences to be developed by the students are the following:

1. Readings. They will have to read and work on six texts individually, which will be worked on, discussed and applied on the agreed day in the classroom.
2. Innovation project. Each group will be assigned to carry out an innovation project with an entity and must work with the experience of that entity and present their results at least three times:
 - 2.1. Diagnosis phase, they will carry out a small investigation of the entity and, with the proposed tools, they will present their social innovation work in the classroom.
 - 2.2. Design phase, together with the assigned entity, they will design an intervention process with the students of the subject.
 - 2.3. Deployment phase, based on the experience of the project and the subject, they will reflect on change and social innovation in groups of three.
3. Classroom dynamics and participation.

TYPES OF TEACHING

Types of teaching	M	S	GA	GL	GO	GCL	TA	TI	GCA
Hours of face-to-face teaching	53		7						
Horas de Actividad No Presencial del Alumno/a	79,5		10,5						

Legend: M: Lecture-based S: Seminar GA: Applied classroom-based groups
 GL: Applied laboratory-based groups GO: Applied computer-based groups GCL: Applied clinical-based groups
 TA: Workshop TI: Industrial workshop GCA: Applied fieldwork groups

Evaluation methods

- End-of-course evaluation

Evaluation tools and percentages of final mark

- Exercises, cases or problem sets 40%
- Teamwork assignments (problem solving, Project design) 40%
- Oral presentation of assigned tasks, Reading 20%

ORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

Continuous assessment is designed so that students can continuously develop the activities proposed in the classroom. For this, the students have 60 teaching hours and around another 90 hours of non-teaching work, both in groups (especially in innovation projects) and individually (especially readings).

Final assessment:

Students may submit a written waiver of continuous assessment to the faculty responsible for the subject November 11. In that case, the assessment will be based on the written test. To that end, students may use the bibliography of this program.

In this course priority will be given to continuous assessment. In accordance to Article 8.3 of the Student Assessment Regulations, any student must submit a written waiver of continuous assessment to the lecturer responsible for the subject within nine weeks from the start of the course.

According to the regulations, students who do not attend class have the right to take a final exam that will account for 100% of the assessment. The final test includes questions referring to the syllabus as well as the practical part worked on in class (development of a case study). Students subject to final assessment will need to obtain a minimum score of 5 points out of 10.

OPTING OUT

In relation to Article 12.2 of the Student Assessment Regulations for Official Bachelor's degrees that regulates the waiver



of the assessment session: In the case of continuous assessment, if the weight of the final test is greater than 40% of the subject grade, not taking the final test will suffice for the final grade of the subject not to be submitted. Otherwise, if the weight of the final test is equal to or less than 40% of the grade for the subject, students may waive the examination session within a period that, at least, will be up to one month before the end date of the teaching period of the corresponding subject. The waiver must be submitted in writing to the teaching staff responsible for the subject.

In the case of final assessment, failure to appear for the test on the official date will automatically lead to the student being graded as "not presented".

EXTRAORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

Extraordinary assessment session: the students have the right to take a final test that will count 100% of the grade, maintaining the criteria of the ordinary session., other types of practical exercises may be requested in addition to the written test.

MANDATORY MATERIALS

Text and documentation available in e.gela

BIBLIOGRAPHY

Basic bibliography

- Becker, Howard (2009). "El poder de la inercia". Apuntes de investigación de CECYP, 15, 99-111.
- Domínguez Rubio, Fernando y Fogué, Uriel (2017). "Desplegando las capacidades políticas del diseño". Revista Diseña, 11, 96-109.
- Escobar, Arturo. 2017. "Bases de diseño ontológico". Autonomía y diseño: la realización de lo comunal. Buenos Aires: Tinta Limón. 201-241.
- Latour, Bruno. (2019). Dónde aterrizar: cómo orientarse en política. Barcelona: Taurus.
- Manzini, Ezio. (2016) Cuando todos diseñan. Una introducción al diseño para la innovación social. Madrid: Experimenta Editorial.
- Winner, Langdon. (1999). «Do Artifacts Have Politics?». MacKenzie, D. et al, The social shaping of technology. Buckingham, UK: Open University Press.

Detailed bibliography

- Alonso, Luis Enrique eta Fernández Rodríguez, Carlos Jesús (2011). "La innovación social y el nuevo discurso del management: limitaciones y alternativas". ARBOR Ciencia, Pensamiento y Cultura, 187(752), 1133-1145.
- Becker, Howard (2009). "El poder de la inercia". Apuntes de investigación de CECYP, 15, 99-111.
- Callon, Michel. (1995). "Algunos Elementos para una Sociología de la Traducción: la Domesticación de las Vieiras y los Pescadores de la Bahía de Saint Brieuç", en J. M. Iranzo et al. (comp.) Sociología de la Ciencia y la Tecnología, Madrid: CSIC. (259- 272)
- Castro Martínez, Elena y Fernández de Lucio, Ignacio (2013). El significado de innovar. Madrid: CSIC-Catarata.
- Corsín, Alberto (2018). Reclamar las infraestructuras. Madrid. MediaLab Prado. Eskuragarri hemen: https://zenodo.org/record/1197422/files/AlbertoCorsin_infraestructurasD.pdf?download=1 [Azken kontsulta 16/10/2020]
- Escobar, Arturo. 2017. Autonomía y diseño: la realización de lo comunal. Buenos Aires: Tinta Limón.
- Fernández Esquinas, Manuel (2012). "Hacia un programa de investigación en sociología de la innovación". ARBOR Ciencia, Pensamiento y Cultura, 188(753), 5-16.
- Latour, Bruno (1995) "Dadme un laboratorio y moveré el mundo", en J. M. Iranzo et al. (comp.) Sociología de la Ciencia y la Tecnología, Madrid: CSIC. (237-257)
- Latour, Bruno (1998). "La tecnología es la sociedad hecha para que dure". Miquel Domènech eta Francisco Javier Tirado, Sociología simétrica. Barcelona: Gedisa. (109–141).
- Harari, Yuval N. (2016). Sapiens: de animales a dioses : breve historia de la humanidad. Barcelona: Debate.
- Rowan, Jaron (2016). "Diseño y materialismo: Hacia materias salvajes." Inmaterial. Diseño, Arte y Sociedad, 1(1), 3-15.
- Sánchez-Criado, Tomás. (2016). "Pensar infraestructuralmente". Inmaterial. Diseño, Arte y Sociedad, 1(1), 86-95.

Journals

1. American Journal of Sociology
2. American Sociological Review
3. Population and Development Review
4. Social Problems
5. Theory and Society
6. European Sociological Review
7. Sociological Perspectives
8. Comparative Studies in Society and History
9. Social Indicators Research
10. International Journal of Comparative Sociology
11. Journal of Historical Sociology



- 12. Archives Europeennes de Sociologie
- 13. Contributions to Indian Sociology
- 14. Chinese Sociology and Anthropology

Web sites of interest

OBSERVATIONS



COURSE GUIDE

2024/25

Faculty 323 - Faculty of Social and Communication Sciences

Cycle .

Degree GSOCIO31 - Bachelor's Degree in Sociology

Year First year

COURSE

25040 - Political Economy

Credits, ECTS: 6

COURSE DESCRIPTION

The course in Political Economy aims to provide students with the basic knowledge and skills to analyse and interpret the current economic reality. This subject aims to provide an overview of the economic problems that affect society, the conflicts that arise within the economic reality and the different economic approaches when analysing this reality.

This is an introductory course that is taught jointly to students of the Bachelor's Degree in Sociology, the Degree in Political Science and Public Management and the Double Degree in Political Science, Public Management and Sociology. Given its introductory nature, the subject matter is adapted so that it can be understood by students coming from different secondary school specialisations. The study of this subject within all three degrees is key to enabling students to understand social and economic problems in their future work practice.

COMPETENCIES/LEARNING RESULTS FOR THE SUBJECT

CORE COMPETENCES

CB1 - That students have demonstrated knowledge and understanding in an area of study that builds on the foundation of general secondary education, and is usually at a level that, while relying on advanced textbooks, also includes some aspects that involve knowledge from the cutting edge of their field of study.

CB2 - Students are able to apply their knowledge to their work or vocation in a professional manner and possess the competencies usually demonstrated through the development and defence of arguments and problem-solving within their field of study.

CB3 - That students have the ability to gather and interpret relevant data (usually within their area of study) in order to make judgements that include reflection on relevant social, scientific or ethical issues.

CB4 - Students are able to transmit information, ideas, problems and solutions to both specialist and non-specialist audiences.

CB5 - That students have developed those learning skills necessary to undertake further studies with a high degree of autonomy.

GENERAL COMPETENCES

G003 (Sociology) - Identify and define the basic components of the most relevant social problems.

G005 (Sociology) - Identify and analyse the basic processes and needs that occur in public and private organisational structures.

G007 (PC&AP) - Know the approaches to governance and the processes of adopting public objectives and political decisions, to plan, implement, evaluate and analyse public policies.

G008 (CPyAP) - Develop indicators using quantitative and qualitative data to identify, analyse and evaluate different dimensions of political phenomena and institutional and administrative functioning.

TRANSVERSAL COMPETENCES

TC2 - Social commitment

CT5 - Information management and digital citizenship

TC7 - Critical thinking

TC8 - Group work

SPECIFIC COMPETENCES

C1CC01 - Identify, define and analyse the social, political and economic factors that explain the processes of change and continuity of political and social reality.

C1CC04 - Recognise and describe the basic economic mechanisms of market functioning and the evolution of the economic environment.

C1CC06 - Consult secondary information from different sources (official institutions, libraries, Internet) and draw conclusions and reports from it.

LEARNING OUTCOMES

LO1 - Analyse and contrast, from a critical approach, the evolution of the main economic ideas, reflecting on the different theoretical perspectives that exist to analyse reality.

LO2 - Interpret the mechanisms that govern a free competitive market and reflect on the limits and failures that occur in the real market.

LO3 - Identify and interpret the main macroeconomic magnitudes that measure the economy of a country analysing the effects on economic agents.

LO4 - Delimit the role and functions of the state in economic matters as well as the analysis of its action through economic



policy.

LO5 - Reflect on the new challenges facing economies: globalisation, women and the economy, the green economy, and human and sustainable development.

LO6 - Appropriately use economic data and information from secondary sources to document descriptive reports and analyses of economic fields and/or applied economic research.

Theoretical and Practical Contents

COURSE OUTLINE

PART ONE

Lesson 1. Political economy as a social science. Different approaches to the concept and scientific methods.

Lesson 2. The main currents of economic thought. The main economic schools, their contributions and their most important representatives throughout history.

SECOND PART

Lesson 3. The functioning of markets. Analysis of the market from the model of perfect competition.

Lesson 4. Limits of the market in competition. Main criticisms of the model.

PART THREE

Lesson 5. Measurement of economic activity. The main macroeconomic indicators.

Lesson 6. The State and the Economy. The main objectives and instruments of economic policy.

PART FOUR

Lesson 7. New trends, problems and challenges of today's economy. Economic globalisation and its consequences. New conceptual and academic contributions to economics.

APPLIED LESSONS

1. Research and analysis of data and indicators to study areas of economic activity to establish and draw conclusions.
2. Reading and understanding scientific articles to carry out a critical analysis.
3. Written work analysing the main indicators of an economy. Oral presentation of the work.

TEACHING METHODS

The theoretical programme of the course is taught using a methodology that combines lectures given by the teaching staff with practical applications of the programme, such as the use of economic indicators, problem solving or commenting on current issues. For this purpose, the audiovisual media available in the classroom will be used (presentations, videos, audio, etc.). The course material for students will be available through the eGela platform (egela.ehu.eus).

The applied lessons will consist of a series of different activities such as research and analysis of economic indicators, case studies, problem solving, written assignments and oral presentations. For the applied lessons, the course will be divided into two groups and the use of computers will be required.

TYPES OF TEACHING

Types of teaching	M	S	GA	GL	GO	GCL	TA	TI	GCA
Hours of face-to-face teaching	46		14						
Horas de Actividad No Presencial del Alumno/a	69		21						

Legend: M: Lecture-based S: Seminar GA: Applied classroom-based groups
 GL: Applied laboratory-based groups GO: Applied computer-based groups GCL: Applied clinical-based groups
 TA: Workshop TI: Industrial workshop GCA: Applied fieldwork groups

Evaluation methods

- Continuous evaluation
- End-of-course evaluation

Evaluation tools and percentages of final mark

- Written test, open questions 65%
- Teamwork assignments (problem solving, Project design) 10%
- Oral presentation of assigned tasks, Reading 10%
- Individual assignments (exercises, case studies...) 15%



ORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

1. CONTINUOUS EVALUATION SYSTEM

FINAL EXAM (65%):

The final exam represents 65% of the course grade, in which the theoretical skills will be evaluated.

APPLIED PROGRAMME (35%):

The applied programme represents 35% of the final grade and its evaluation includes:

- Individual research, processing and analysis of economic indicators: 15%.
- Group assignment on the economic situation: 10%.
- Group oral presentation of the group assignment: 10%.

Attendance to the applied lessons is compulsory.

The final grade for the course will be obtained from the sum of the percentages corresponding to each of the parts, provided that the minimum grade for the final exam is higher than 4/10 (four out of ten).

2. FINAL ASSESSMENT SYSTEM

In accordance with art. 8.3 of the Regulations on Student Assessment, students who wish to leave the continuous evaluation system and take the final exam must submit a written waiver to the lecturers within the first nine weeks of the term.

In this case, the final exam will represent 100% of the final grade and will be based on the basic bibliography and the materials used in class. This exam will be used to evaluate both the theoretical and applied lessons.

WAIVING THE ORDINARY EXAMINATION

The waiver of the ordinary examination will result in the qualification of ABSENT.

Under article 12.2 of the Regulations Governing Student Assessment, failure to appear for the test set on the official assessment test date will be sufficient for the final grade to be ABSENT.

EXTRAORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

1. CONTINUOUS EVALUATION SYSTEM

Assessment of the lessons: the written exam represents 65% of the final grade and will assess the theoretical competencies of this course.

Assessment of the applied lessons:

- Individual research, processing and analysis of economic indicators: 15%.
- Group assignment on the economic situation: 10%.
- Group oral presentation of the group assignment: 10%.

In the extraordinary examination period, students who wish to do so will keep the applied work grade obtained in the ordinary call.

The final grade for the course will be obtained from the sum of the percentages corresponding to each of the parts, provided that the minimum grade for the exam is higher than 4/10 (four out of 10).

2. FINAL EVALUATION SYSTEM

In this case, the final exam will represent 100% of the final grade and will be based on the basic bibliography and the materials used in class. This exam will be used to evaluate both the theoretical and applied lessons.

OPTING OUT THE EXTRAORDINARY EXAMINATION

In accordance with article 12.2 of the Regulations Governing Student Assessment, failure to appear for the test set on the official assessment test date will be sufficient for the final grade to be ABSENT.



MANDATORY MATERIALS

To follow the course properly, it is essential to use the material provided through the eGela platform (egela.ehu.eus) for each of the lessons.

In addition, it will be necessary to use computers for processing economic data for certain topics of the applied lessons to be carried out in the classroom.

BIBLIOGRAPHY

Basic bibliography

- Conde, Francisco J.; González, Sara (2001) Indicadores económicos. Ed. Pirámide, Madrid.
- Krugman, P., Wells, R., Graddy, K. (2022). Essentials of Economics, 5th Ed. Worth Publishers, New York and Basingstoke.
- Serrano, José (dir.); Durán, Gemma; Guimón, José (2009) Entorno económico. Instrumentos para su análisis. Ed. Pirámide.
- The CORE Team. The Economy. Available at: www.core-econ.org/project/core-the-economy
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- Torres, J. (2022). Introducción a la economía (3º ed.). Colección Economía y Empresa. Editorial Pirámide. Madrid.

Detailed bibliography

- Corona, Juan; Puy, Pedro (eds) (2001) Economía en broma y en serio. Minerva.
- Estefanía, Joaquín (2007) La mano invisible. El gobierno del mundo. Ed. Punto de encuentro.
- Galbraith, John Kenneth (1994) Un viaje por la economía de nuestro tiempo. Editorial Ariel.
- Galbraith, John Kenneth; Salinger, Nicole (2005) Introducción a la economía. Una guía para todos (o casi). Ed. Crítica, 2ª edición.
- Gallego, Juan R.; Nácher, Jose (coord.) (2001) Elementos básicos de economía. Ed. Tirant Lo Blanch, Valencia.
- Heilbroner, Robert; Milberg, William (1998) La crisis de visión en el pensamiento económico moderno. Editorial Paidós.
- Jiménez Herrero, Luis M. (1996) Desarrollo sostenible y economía ecológica. Editorial Síntesis.
- Krugman, Paul (1997) El internacionalismo moderno. La economía internacional y las mentiras de la competitividad. Ed. Crítica/Grijalbo-Mondadori.
- Martínez, Mª Jose (2000) Ekonomia pentsamenduaren eskolak. Lur Entzilopedia Tematikoa, pp. 97-106.
- Mochón, Francisco (2009) Economía. Teoría y política. Ed. McGraw-Hill, Madrid.
- Riechman, Jorge (1998) Necesitar, desear, vivir. Sobre necesidades, desarrollo humano, crecimiento económico y sostenibilidad. Ed. Los Libros de la Catarata. Madrid.
- Stiglitz, Joseph E. (2006) Cómo hacer que funcione la globalización. Ed. Taurus.
- Sutcliffe, Bob (2005) 100 imágenes de un mundo desigual. ed. Icaria / Intermón Oxfam.
- Vara, Mª Jesús (2006) Estudios sobre género y economía. Ed. Akal. Madrid.

Journals

- Ekonomiaz
- Información Comercial Española
- Papeles de Economía
- Economistas
- Revista de Economía Mundial

Web sites of interest

- Eurostat: ec.europa.eu/eurostat
- International Labour Organisation: ilo.org
- Our World in Data: ourworldindata.org
- World Bank: worldbank.org/en/home

OBSERVATIONS



COURSE GUIDE

2024/25

Faculty 323 - Faculty of Social and Communication Sciences

Cycle .

Degree GBPOSO31 - Double Bachelor's degree in Political Science & Public-Sector M **Year** First year

COURSE

25040 - Political Economy

Credits, ECTS: 6

COURSE DESCRIPTION

The course in Political Economy aims to provide students with the basic knowledge and skills to analyse and interpret the current economic reality. This subject aims to provide an overview of the economic problems that affect society, the conflicts that arise within the economic reality and the different economic approaches when analysing this reality.

This is an introductory course that is taught jointly to students of the Bachelor's Degree in Sociology, the Degree in Political Science and Public Management and the Double Degree in Political Science, Public Management and Sociology. Given its introductory nature, the subject matter is adapted so that it can be understood by students coming from different secondary school specialisations. The study of this subject within all three degrees is key to enabling students to understand social and economic problems in their future work practice.

COMPETENCIES/LEARNING RESULTS FOR THE SUBJECT

CORE COMPETENCES

CB1 - That students have demonstrated knowledge and understanding in an area of study that builds on the foundation of general secondary education, and is usually at a level that, while relying on advanced textbooks, also includes some aspects that involve knowledge from the cutting edge of their field of study.

CB2 - Students are able to apply their knowledge to their work or vocation in a professional manner and possess the competencies usually demonstrated through the development and defence of arguments and problem-solving within their field of study.

CB3 - That students have the ability to gather and interpret relevant data (usually within their area of study) in order to make judgements that include reflection on relevant social, scientific or ethical issues.

CB4 - Students are able to transmit information, ideas, problems and solutions to both specialist and non-specialist audiences.

CB5 - That students have developed those learning skills necessary to undertake further studies with a high degree of autonomy.

GENERAL COMPETENCES

G003 (Sociology) - Identify and define the basic components of the most relevant social problems.

G005 (Sociology) - Identify and analyse the basic processes and needs that occur in public and private organisational structures.

G007 (PC&AP) - Know the approaches to governance and the processes of adopting public objectives and political decisions, to plan, implement, evaluate and analyse public policies.

G008 (CPyAP) - Develop indicators using quantitative and qualitative data to identify, analyse and evaluate different dimensions of political phenomena and institutional and administrative functioning.

TRANSVERSAL COMPETENCES

TC2 - Social commitment

CT5 - Information management and digital citizenship

TC7 - Critical thinking

TC8 - Group work

SPECIFIC COMPETENCES

C1CC01 - Identify, define and analyse the social, political and economic factors that explain the processes of change and continuity of political and social reality.

C1CC04 - Recognise and describe the basic economic mechanisms of market functioning and the evolution of the economic environment.

C1CC06 - Consult secondary information from different sources (official institutions, libraries, Internet) and draw conclusions and reports from it.

LEARNING OUTCOMES

LO1 - Analyse and contrast, from a critical approach, the evolution of the main economic ideas, reflecting on the different theoretical perspectives that exist to analyse reality.

LO2 - Interpret the mechanisms that govern a free competitive market and reflect on the limits and failures that occur in the real market.

LO3 - Identify and interpret the main macroeconomic magnitudes that measure the economy of a country analysing the effects on economic agents.

LO4 - Delimit the role and functions of the state in economic matters as well as the analysis of its action through economic



policy.

LO5 - Reflect on the new challenges facing economies: globalisation, women and the economy, the green economy, and human and sustainable development.

LO6 - Appropriately use economic data and information from secondary sources to document descriptive reports and analyses of economic fields and/or applied economic research.

Theoretical and Practical Contents

COURSE OUTLINE

PART ONE

Lesson 1. Political economy as a social science. Different approaches to the concept and scientific methods.

Lesson 2. The main currents of economic thought. The main economic schools, their contributions and their most important representatives throughout history.

SECOND PART

Lesson 3. The functioning of markets. Analysis of the market from the model of perfect competition.

Lesson 4. Limits of the market in competition. Main criticisms of the model.

PART THREE

Lesson 5. Measurement of economic activity. The main macroeconomic indicators.

Lesson 6. The State and the Economy. The main objectives and instruments of economic policy.

PART FOUR

Lesson 7. New trends, problems and challenges of today's economy. Economic globalisation and its consequences. New conceptual and academic contributions to economics.

APPLIED LESSONS

1. Research and analysis of data and indicators to study areas of economic activity to establish and draw conclusions.
2. Reading and understanding scientific articles to carry out a critical analysis.
3. Written work analysing the main indicators of an economy. Oral presentation of the work.

TEACHING METHODS

The theoretical programme of the course is taught using a methodology that combines lectures given by the teaching staff with practical applications of the programme, such as the use of economic indicators, problem solving or commenting on current issues. For this purpose, the audiovisual media available in the classroom will be used (presentations, videos, audio, etc.). The course material for students will be available through the eGela platform (egela.ehu.eus).

The applied lessons will consist of a series of different activities such as research and analysis of economic indicators, case studies, problem solving, written assignments and oral presentations. For the applied lessons, the course will be divided into two groups and the use of computers will be required.

TYPES OF TEACHING

Types of teaching	M	S	GA	GL	GO	GCL	TA	TI	GCA
Hours of face-to-face teaching	46		14						
Horas de Actividad No Presencial del Alumno/a	69		21						

Legend: M: Lecture-based S: Seminar GA: Applied classroom-based groups
 GL: Applied laboratory-based groups GO: Applied computer-based groups GCL: Applied clinical-based groups
 TA: Workshop TI: Industrial workshop GCA: Applied fieldwork groups

Evaluation methods

- Continuous evaluation
- End-of-course evaluation

Evaluation tools and percentages of final mark

- Written test, open questions 65%
- Teamwork assignments (problem solving, Project design) 10%
- Oral presentation of assigned tasks, Reading 10%
- Individual assignments (exercises, case studies...) 15%



ORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

1. CONTINUOUS EVALUATION SYSTEM

FINAL EXAM (65%):

The final exam represents 65% of the course grade, in which the theoretical skills will be evaluated.

APPLIED PROGRAMME (35%):

The applied programme represents 35% of the final grade and its evaluation includes:

- Individual research, processing and analysis of economic indicators: 15%.
- Group assignment on the economic situation: 10%.
- Group oral presentation of the group assignment: 10%.

Attendance to the applied lessons is compulsory.

The final grade for the course will be obtained from the sum of the percentages corresponding to each of the parts, provided that the minimum grade for the final exam is higher than 4/10 (four out of ten).

2. FINAL ASSESSMENT SYSTEM

In accordance with art. 8.3 of the Regulations on Student Assessment, students who wish to leave the continuous evaluation system and take the final exam must submit a written waiver to the lecturers within the first nine weeks of the term.

In this case, the final exam will represent 100% of the final grade and will be based on the basic bibliography and the materials used in class. This exam will be used to evaluate both the theoretical and applied lessons.

WAIVING THE ORDINARY EXAMINATION

The waiver of the ordinary examination will result in the qualification of ABSENT.

Under article 12.2 of the Regulations Governing Student Assessment, failure to appear for the test set on the official assessment test date will be sufficient for the final grade to be ABSENT.

EXTRAORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

1. CONTINUOUS EVALUATION SYSTEM

Assessment of the lessons: the written exam represents 65% of the final grade and will assess the theoretical competencies of this course.

Assessment of the applied lessons:

- Individual research, processing and analysis of economic indicators: 15%.
- Group assignment on the economic situation: 10%.
- Group oral presentation of the group assignment: 10%.

In the extraordinary examination period, students who wish to do so will keep the applied work grade obtained in the ordinary call.

The final grade for the course will be obtained from the sum of the percentages corresponding to each of the parts, provided that the minimum grade for the exam is higher than 4/10 (four out of 10).

2. FINAL EVALUATION SYSTEM

In this case, the final exam will represent 100% of the final grade and will be based on the basic bibliography and the materials used in class. This exam will be used to evaluate both the theoretical and applied lessons.

OPTING OUT THE EXTRAORDINARY EXAMINATION

In accordance with article 12.2 of the Regulations Governing Student Assessment, failure to appear for the test set on the official assessment test date will be sufficient for the final grade to be ABSENT.



MANDATORY MATERIALS

To follow the course properly, it is essential to use the material provided through the eGela platform (egela.ehu.eus) for each of the lessons.

In addition, it will be necessary to use computers for processing economic data for certain topics of the applied lessons to be carried out in the classroom.

BIBLIOGRAPHY

Basic bibliography

- Conde, Francisco J.; González, Sara (2001) Indicadores económicos. Ed. Pirámide, Madrid.
- Krugman, P., Wells, R., Graddy, K. (2022). Essentials of Economics, 5th Ed. Worth Publishers, New York and Basingstoke.
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- The CORE Team. The Economy. Available at: www.core-econ.org/project/core-the-economy
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- Galbraith, John Kenneth (1994) Un viaje por la economía de nuestro tiempo. Editorial Ariel.
- Galbraith, John Kenneth; Salinger, Nicole (2005) Introducción a la economía. Una guía para todos (o casi). Ed. Crítica, 2ª edición.
- Gallego, Juan R.; Nácher, Jose (coord.) (2001) Elementos básicos de economía. Ed. Tirant Lo Blanch, Valencia.
- Heilbroner, Robert; Milberg, William (1998) La crisis de visión en el pensamiento económico moderno. Editorial Paidós.
- Jiménez Herrero, Luis M. (1996) Desarrollo sostenible y economía ecológica. Editorial Síntesis.
- Krugman, Paul (1997) El internacionalismo moderno. La economía internacional y las mentiras de la competitividad. Ed. Crítica/Grijalbo-Mondadori.
- Martínez, Mª Jose (2000) Ekonomia pentsamenduaren eskolak. Lur Entzilopedia Tematikoa, pp. 97-106.
- Mochón, Francisco (2009) Economía. Teoría y política. Ed. McGraw-Hill, Madrid.
- Riechman, Jorge (1998) Necesitar, desear, vivir. Sobre necesidades, desarrollo humano, crecimiento económico y sostenibilidad. Ed. Los Libros de la Catarata. Madrid.
- Stiglitz, Joseph E. (2006) Cómo hacer que funcione la globalización. Ed. Taurus.
- Sutcliffe, Bob (2005) 100 imágenes de un mundo desigual. ed. Icaria / Intermón Oxfam.
- Vara, Mª Jesús (2006) Estudios sobre género y economía. Ed. Akal. Madrid.

Journals

- Ekonomiaz
- Información Comercial Española
- Papeles de Economía
- Economistas
- Revista de Economía Mundial

Web sites of interest

- Eurostat: ec.europa.eu/eurostat
- International Labour Organisation: ilo.org
- Our World in Data: ourworldindata.org
- World Bank: worldbank.org/en/home

OBSERVATIONS



COURSE GUIDE

2024/25

Faculty 323 - Faculty of Social and Communication Sciences

Cycle .

Degree GCOMUN31 - Bachelor's Degree in Audiovisual Communication

Year Third year

COURSE

27138 - Interpersonal and Group Communication

Credits, ECTS: 6

COURSE DESCRIPTION

This subject explores in depth a transversal competence -the ability to express oneself better in public, relational skills in personal and social interaction- whose demand is increasingly generalised in the Bachelor's Degree. This interest responds to the strategic value of communication and the need for greater relational intelligence both in the professional sphere and in social life. Its suitability in a Faculty of Social Sciences and Communication seems obvious.

It is an opportunity to contrast the formal and informal learning developed by the students, whose deficit becomes more evident in terms of active learning pedagogies, teamwork, as well as in the presentation of projects and work throughout the Degree.

Likewise, the defence of the Final Degree Project (TFG) is an important milestone for students and is related to this subject. A good presentation and expression gives added value to the evaluation of the TFG. This subject helps students to have clear ideas and to know how to prepare for this and other challenges that they will face throughout their professional and social life.

COMPETENCIES/LEARNING RESULTS FOR THE SUBJECT

SKILLS

It deals with the art of speaking well in public and relating better to oneself and others. The starting point is learning to listen, to observe oneself, and to activate one's own expressive resources in order to perform better in social interaction.

The knowledge and training of our biology of communication allows us to optimise our personal expressiveness, gain confidence, deactivate stage fright, and regulate the activation necessary to give the best of ourselves.

The dynamic of the classes is similar to an oral communication workshop, with constant practice and evaluation of individual progress (everyone will advance at their own pace and according to their possibilities), although the explanation, understanding and handling of the theoretical part of the subject is considered fundamental.

SPECIFIC SKILLS:

1. Apprehend and use the basic tools of rhetoric, the rules and structures of interpersonal and group communication.
2. Adapt expressive techniques and resources (verbal and non-verbal) to each communicative situation, adapting them according to the addressee.
3. Analyse the different modes of expression in a public space in relation to the staging.
4. Develop communicative skills for persuasion and manage an assertive mode of communication.

BASIC AND GENERAL COMPETENCES

- Acquire knowledge and understand the meaning and relevance of theories, concepts and methodologies in the context of the (inter)disciplinary field of audiovisual communication.
- Analyse, interpret, explain and critically assess facts, social processes, texts and communicative projects.
- Develop skills and abilities related to participation, management and optimisation of teamwork, applying informed criteria to decision-making and evaluation of results.
- Acquire knowledge and experience of professional environments and routines in the field of audiovisual communication.
- Search for, select, prioritise and analyse information from different sources, adapting its content to different narrative forms and strategies.
- Students are able to apply their knowledge to their work or vocation in a professional manner and possess the competences usually demonstrated through the development and defence of arguments and problem solving within their field of study.
- Students have the ability to gather and interpret relevant data (usually within their area of study) in order to make judgements that include reflection on relevant social, scientific or ethical issues.
- Students should have developed those learning skills necessary to undertake further study with a high degree of autonomy.
- To deepen critical thinking and the ability to work in a team.

In addition, it is in line with the following two competences worked on in the degree:

- Discriminate, understand and analyse different theories, practices and discursive strategies of both fiction and non-fiction audiovisual texts.



- Develop skills and abilities for the planning, management and optimal development of teamwork.

Theoretical and Practical Contents

- I. Introduction. The process of human communication. Intrapersonal, interpersonal and social communication. Verbal and non-verbal communication. Message perception and processing. Active listening and observation. Mental preparation and expanded practice: seeing, doing and imagining to consolidate better communication habits.
- II. Rhetoric and interactivity on the Net. From classical rhetoric to interactivity in the networks. The clarity of the new digital communication. From monologue to global conversation: a new era of secondary orality on the Net.
- III. Public speaking, fear and self-confidence. Flow state and optimal experience. Emotional and relational intelligence. Resonant communicators. Leadership styles. Shared leadership.
- IV. Preparation and presentation of an oral piece. Rhetorical operations. Parts of the speech. Rhetorical resources. Mental frameworks and cognitive frameworks. Ethical concerns: language and social construction of reality.
- V. Use of inclusive and non-discriminatory language. Language and gender. Similarities and differences in the communicative behaviour of men and women. Approach to a non-sexist use of language.
- VI. The art of controversy. Decalogue for a good debate. Assertiveness and automatic response styles. Models of assertive response in tense situations. Participation, creativity and teamwork.

Practical exercises:

- Individual analysis of an exemplary speech, writing and brief exposition.
- Final speech or humorous monologue. Writing and presentation.
- Investigation of one's own style of relating to others. Explanation and application of theory. Making records of interaction with others, analysis, experimentation and conclusions.
- Practical exercises agreed between students and teachers to improve written and oral expression.

TEACHING METHODS

Course tasks:

- Attention, understanding and application of theory in the different tasks.
- Analysis of current affairs examples or case studies of interest to students, proposed by the teacher or by the students themselves.
- Improvisation, writing, expression and interpretation exercises. Format of exercises: micro-stories, preparation of the beginning of a speech, storytelling, class presentation on a specific topic, poetry recital, etc.
- Debate exercises, taking as a reference specific guidelines for a good debate. Active listening and effective expression will also be worked on.
- Individual analysis of an exemplary speech, writing and brief presentation (approx. 3 minutes).
- Final speech, self-presentation. Writing and presentation.
- Analysis of one's own style of relating to others. Experimental and analytical work carried out throughout the course.

The process of continuous learning and evaluation makes it possible to fragment and advance in the tasks, in parallel with the progress we make in the programme. In this way, the work to be done by the students is spread evenly throughout the course and they receive personalised attention from the teacher in the different phases. Students will also contribute to the learning process of their classmates, providing opinions, constructive criticism, suggestions, etc. on the communicative style of their classmates.

TYPES OF TEACHING

Types of teaching	M	S	GA	GL	GO	GCL	TA	TI	GCA
Hours of face-to-face teaching	46		14						
Horas de Actividad No Presencial del Alumno/a	69		21						

Legend: M: Lecture-based S: Seminar GA: Applied classroom-based groups
 GL: Applied laboratory-based groups GO: Applied computer-based groups GCL: Applied clinical-based groups
 TA: Workshop TI: Industrial workshop GCA: Applied fieldwork groups

Evaluation methods

- Continuous evaluation
- End-of-course evaluation



Evaluation tools and percentages of final mark

- Exercises, cases or problem sets 60%
- Individual assignments 40%

ORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

Ordinary convocation

Students participating in classes:

- Active participation in classes, debates and weekly exercises 20%.
- Analysis and presentation of an exemplary speech 20%.
- Final self-presentation: speech or humorous monologue 40%.
- Final test: 20%.

Those who are unable to attend classes and take part in this continuous assessment may sit the final test for their assessment. Likewise, those who start with the continuous assessment, but stop coming to class or do not hand in their work may sit the final exam, as long as this option is requested in the first nine weeks of the term.

The student has the option to waive this option by not taking the final exam. In this case, he/she will be assessed as NOT PRESENTED.

Students who take the final exam or evaluation will follow the following evaluation system: practical work agreed with the teacher (60% of the final grade); final work or speech (40%).

EXTRAORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

As students who take the final exam or evaluation, they will follow the following evaluation system: practical work agreed with the teacher (60% of the final grade); final work or speech (40%).

MANDATORY MATERIALS

The course materials are made available to students on the Egela platform, to which they must add at least one book of their choice, related to the aspects of greatest interest to them in the subject.

BIBLIOGRAPHY

Basic bibliography

- Todos pueden hablar bien en público. Roberto García Carbonell. Ed. EDAF, 2016
- Jendaurrean hizlari Joserra Gartzia, Ed. Alberdania, 2008.
- El arte de hablar en público. Barbara Berckhan et alt.. Ed. RBA Integral.2006
- Manual del Cómico novato. Miguel Lago. Ed. Quatrocento, 2010
- Gimnasia emocional. José Luis Bimbela. Escuela Andaluza de Salud Pública, 2008
- Así hablan las mujeres. Pilar García Moutón. Ed La esfera, 2003
- 1997
- Si persuadeo levantara la cabeza. Alejandro Espí Hernández. 2018

Detailed bibliography

- Inteligencia social. Daniel Goleman. Ed. Kairos 2006
- Taller de voz. Angels Molner. Ed. Alba.2005
- La comunicación emocional. Carmen Sebastián. ESIC Ed., 2002
- La isla de los 5 faros. Ferrán Ramón Cortés. Ed. RBA.2005
- Tú eres el mensaje. Roger Ailes Ed. Paidós 1988. Mujeres, hombres y lenguaje. Jennifer Coates. Fondo de Cultura Económica, 2008
- Comunicación en un mundo cambiante. Bethami A. Dobkin. Mc Graw-Hill, 2007
- Psicología social de la comunicación : aspectos básicos y aplicados. Yolanda Pastor Ruiz (coord.), eds. Pirámide, 2006
- Comunicación como proceso simpático Eva Aladro Vico CIC: Cuadernos de información y comunicación, , N° 9, 2004, págs. 117-128
- Introducción a la comunicación interpersonal. Maria Dolores Cáceres. Síntesis, 2003
- No pienses en un elefante. Lenguaje y debate político. George Lakoff. Ed. Complutense.2007
- La retórica. Aristóteles. Gredos. Madrid. 1997
- La comunicación de las emociones. José-Lorenzo García. Tesis doctoral <http://eprints.ucm.es/tesis/19911996/S/3/S3017101.pdf>

Journals

- Revista de estudios de Comunicación ZER. UPV-EHU
- CIC Cuadernos de Información y Comunicación. Universidad Complutense de Madrid
- Cuadernos de Comunicación e Innovación Telos. Fundación Telefónica



Web sites of interest

14.000 spts electorales de 111 países

<http://www.archivoelectoral.org/>

Blog de Antonio Gutiérrez Rubí. Comunicación social y nuevos medios

<http://www.gutierrez-rubi.es/>

La comunicación intercultural. Miquel Rodrigo

http://portalcomunicacion.com/uploads/pdf/1_esp.pdf

<http://ocw.universia.net/categorias.php>

Liderazgo, un deporte de equipo. Hábitos de comunicación para organizaciones deportivas

http://www.bizkaia.net/Kultura/kirolak/pdf/ca_lidera.pdf

Congreso de comunicación política Bilbao 2012-06-19 Neuropolítica y storytelling

http://www.irekia.euskadi.net/es/web_tv/3621-neuropolitica-storytelling-christian-salmon-margaret-scammell-acop2012?t=1

Comunicación sin palabras

<http://www.rtve.es/television/20090308/sin-palabras-tres14-marzo/253591.shtml>

OBSERVATIONS



COURSE GUIDE

2024/25

Faculty 323 - Faculty of Social and Communication Sciences

Cycle .

Degree GPUBLI31 - Bachelor's Degree in Advertising & Public Relations

Year .

COURSE

27170 - Communication, Genre & Mass Culture in the Contemporary World

Credits, ECTS: 6

COURSE DESCRIPTION

The aim of the subject is to help the student to interpret the different manifestations of mass culture (literature, film, television, advertising and fashion...) from a point of view that integrates the gender dimension. Students will learn to interpret the cultural manifestations of the 19th and 20th centuries as expressions of a given State of relations between the genders.

The subject contributes to developing the degree's general competencies, mostly those that refer to the critical analysis of cultural projects, and, those more related to history, especially the management of information and its organization and transmission both orally and written, individually and collectively.

COMPETENCIES/LEARNING RESULTS FOR THE SUBJECT

Competencies

G001 - Acquire knowledge and understand the meaning and relevance of theories, concepts and methodologies in the context of the (inter)disciplinary field of communication and especially of advertising and public relations techniques.

G002 - Apply theories and methodological tools to practice in different communicative processes and contexts.

G004 - Analyze, interpret, explain and critically evaluate facts, social processes, texts and communicative projects.

G005 - Communicate and present projects, achievements and results of work and research in different genres, formats and media of advertising and public relations fluently, effectively and with arguments.

G007 - Apply skills and use techniques, technologies and resources to the development of contents and processes of advertising and public relations communication and information in general.

G008 - Plan and design strategies aimed at identifying objectives and planning actions in the context of the development of advertising and public relations projects.

G009 - Acquire knowledge and experience of professional environments and routines in order to approach the reality of the work of the different professional profiles in the field of advertising and public relations demanded by the market.

G010 - Search, select, prioritize and analyze information and documentation in different sources, adapting its content to different forms and narrative strategies.

CB1 - That students have demonstrated possession and understanding of knowledge in an area of study that builds on the foundation of general secondary education, and is usually at a level that, while relying on advanced textbooks, also includes some aspects that involve knowledge from the cutting edge of their field of study.

CB2 - That students know how to apply their knowledge to their work or vocation in a professional manner and possess the skills that are usually demonstrated through the development and defense of arguments and problem solving within their field of study.

CB3 - That students have the ability to gather and interpret relevant data (usually within their area of study) to make judgments that include reflection on relevant social, scientific or ethical issues.

CB4 - Students should be able to convey information, ideas, problems and solutions to both specialized and non-specialized audiences.

CB5 - That students have developed those learning skills necessary to undertake further studies with a high degree of autonomy.

TRANSVERSALS

CT2 - Social commitment.

CT4 - Ethics and professional responsibility.

CT7 - Critical thinking.

Theoretical and Practical Contents

1. THE FORMATION OF THE CONTEMPORARY WORLD AND ROUSSEAU'S WORK. The objective is to analyze Rousseau's novel The New Eloise.

2. "THE ANGEL OF THE HOUSE" AND THE PUBLIC SPHERE IN THE 19TH CENTURY. Patmore and Ruskin's literature and Hicks's paintings are the target of our enquiry.

3. THE "MODERN WOMAN" AND SOCIAL DISORDER. The understanding of women's fashion in the 1920s.

4. THE RETURN TO THE HOUSEHOLD AND THE UNHAPPINESS OF WOMEN. The so-called "good wife guides" are the point of departure of our analysis.

5. FEMINISM OF THE 1960S AND 1970S. The analysis of various advertising media of feminism.

6. POSTFEMINISM. The understanding of romantic comedies, "Bridget Jones" or "Legally Blonde".



TEACHING METHODS

La metodología típica de cada tema es la siguiente:

1. Identificación de un objeto de cultura a analizar.
2. Puesta en común del conocimiento previo sobre el objeto a analizar.
3. Exposición por parte del profesor del contexto histórico en el cual se inserta el objeto de cultura y de los instrumentos conceptuales para su estudio.
4. Trabajo individual del alumnado.
5. Análisis del objeto principal de análisis y de otros relacionados histórica o temáticamente, toda la clase o en grupos reducidos.
6. Conclusiones, recapitulación por parte del profesor y ampliación de los conocimientos adquiridos.

TYPES OF TEACHING

Types of teaching	M	S	GA	GL	GO	GCL	TA	TI	GCA
Hours of face-to-face teaching	46		14						
Horas de Actividad No Presencial del Alumno/a	69		21						

Legend: M: Lecture-based S: Seminar GA: Applied classroom-based groups
 GL: Applied laboratory-based groups GO: Applied computer-based groups GCL: Applied clinical-based groups
 TA: Workshop TI: Industrial workshop GCA: Applied fieldwork groups

Evaluation methods

- Continuous evaluation
- End-of-course evaluation

Evaluation tools and percentages of final mark

- Exercises, cases or problem sets 25%
- Individual assignments 50%
- Oral presentation of assigned tasks, Reading 25%

ORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

- June Sitting.
- June Exam (Four Questions): 6 points.
 - Assignments: 4 points.

EXTRAORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

- July Sitting
- July Exam (Practical/Theoretical Questions): 10 points

MANDATORY MATERIALS

The materials can be found on eGela.

BIBLIOGRAPHY

Basic bibliography

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- BORDO, Susan. The Male Body in public and in private, Farrar, Strauss and Giroux, 1999.
- CONNELL, Raewyn: Masculinities, University of California Press, 2005.
- CONOR, L. The Spectacular Modern Woman: Feminine Visibility in the 1920s. Indiana University Press, 2004.
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- DE LA HAYE, A., and E. WILSON. Defining Dress: Dress as Object, Meaning, and Identity. Manchester University Press, 1999.
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- FOUCAULT, Michel: The History of Sexuality: An Introduction, Knopf Doubleday Publishing Group, 2012.
- HONEYWILL, R. The Man Problem: Destructive Masculinity in Western Culture. Palgrave Macmillan US, 2016.
- James A. SCHULTZ, Courtly Love, the love of Courtliness, and the History of Sexuality, Chicago y Londres, The University of Chicago Press, 2006.



Maurice KEEN, Chivalry, New Haven y Londres, Yale University Press, 2005.
MORCILLO, Aurora G., The Seduction of Modern Spain. The Female Body and the Francoist Body Politic, Lewisburg, Bucknell University Press, 2010.
MOSSE, George: The Image of Man: The Creation of Modern Masculinity, .Oxford University Press, Incorporated, 1998.
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SHOWALATER, Elaine. Sexual Anarchy. Gender and Culture at the Fin de Siècle, Penguin Books, 1990.
TOSH, John. Manliness and Masculinities in Nineteenth-century Britain: Essays on Gender, Family, and Empire, Pearson Education, 2005.
YUVAL-DAVIS, N., F. ANTHIAS, and J. CAMPLING. Woman, Nation, State. Macmillan, 1989.

Detailed bibliography

CHICHARRO MERAYO, Mar (2013). "Representaciones de la mujer en la ficción postfeminista: Ally McBeal, Sex and the City y Desperate Housewives". Papers, 98/1, pp. 11-31
CONNELL, Raewyn: Masculinities, University of California Press, 2005.
DURÁN M. Á. y CAPEL R. M.: Mujer y sociedad en España: 1700-1995, Instituto de la Mujer, 1986.
GENZ, Stephanie y BRABON, Benjamin A. (2009), Postfeminism. Cultural Texts and Theories. Edimburgo, Edimburg University Press.
MCROBBIE, Angela (2010). "¿Las chicas arriba? Las mujeres jóvenes y el contrato sexual posfeminista". Debate Feminista, 41, pp. 113-135.
SERRANO, Carlos y SALAÜN, Serge, Los felices años veinte. España, crisis y modernidad, Madrid, Marcial Pons, 2006.

Journals

Gender and Society
Feminist Media Studies
History and Anthropology
Cultural Studies
Gender and History

Web sites of interest

See the links on eGela.

OBSERVATIONS

C3CC01: Understand and critically evaluate the ideas, concepts, theories and strategies of advertising and public relations to the management of communication, in the context of the processes of economic and communicative globalization.
C3CC03: Discriminate, value and apply principles, techniques and processes of graphic design and audiovisual narrative to the development of projects, identifying aesthetic trends and styles in advertising productions, integrating the gender issue.
C3CC04: Apply techniques and strategies to the diagnosis and management of communication and public relations in different communication contexts, media and organizational environments.
C4CC06: Develop critical ethical thinking applied to the processes of advertising communication and public relations, from the knowledge and respect for the fundamentals of law.



COURSE GUIDE

2024/25

Faculty 323 - Faculty of Social and Communication Sciences

Cycle .

Degree GPOLIT31 - Bachelor's Degree in Political Science & Public-Sector Management

Year .

COURSE

28327 - Political Systems Around The World

Credits, ECTS: 6

COURSE DESCRIPTION

This subject aims to study, from a comparative perspective, the characteristics and functioning of the political systems of different countries in the world, specifically in the regions least studied in the degree in Political Science and Public Management: Latin America, Eurasia and Africa. The students will investigate the contents by considering the context of international politics, international relations, the geopolitical struggle for hegemony between states, and the struggle of the Global South to emerge from economic and political dependence.

In the presentation and analysis of countries, the students will study the essential elements of any political system: historical evolution, institutional structures, actors and dynamics between them. In addition, the comparative study of the different degrees of institutionalisation and sovereignty, the various types of democratic and authoritarian regimes, their degrees of fragility/strength and external interference in developing political systems will be particularly relevant.

COMPETENCIES/LEARNING RESULTS FOR THE SUBJECT

Objectives and competencies

1. General objectives

- Understand the complexity of political systems and the geopolitical constraints to which they are subject.
- Understand and identify the elements of political systems.
- Understand and identify external interference in political systems.

2. Specific objectives

- To understand the importance of exogenous factors in understanding and analysing the development and dynamics of the political system, especially in developing, peripheral and subaltern countries.
- To understand and analyse the development and dynamics of some political systems in Eastern Europe, Latin America, Asia and Africa.
- Understand and analyse the most significant characteristics of some political systems in Eastern Europe, Latin America, Asia and Africa.

Competences

- Develop the ability to characterise and classify current political systems according to their organisation and functioning.
- Identifying the degrees of institutionalisation and sovereignty of states.
- Knowing the main geopolitical theories and dynamics.
- Diagnose and evaluate the impact of external interference in political systems.
- Knowing the comparative method in political science.
- Develop critical reasoning and argumentative skills.
- Identify different comparative instruments and indicators.

Other transversal competences:

- Understanding the impact of ideologies, interest groups and social movements on the political process and internal and international conflicts.
- Develop the ability to work in a team.
- To know the bibliographic and internet resources on politics and develop the ability to search and manage them.
- Develop the ability to design and execute academic writing.
- Develop the ability to design and deliver oral presentations.

Theoretical and Practical Contents

1. The geopolitical limitations of the sovereignty of political systems: external interference and struggles for hegemony.
2. Defective democracies, hybrid regimes and authoritarian systems: internal and external factors.
3. Fragility and external interference in political systems: coups d'état, revolutions, regime change, wars and failed states.
4. Political systems in Latin America.
5. Political systems in Eurasia.



6. Political systems in Africa.

TEACHING METHODS

Lectures will be interspersed with some activities and practices to be developed and worked on in the classroom and at home: readings, videos, podcasts, debates or presentations. The subject is eminently lecture-based, with 4.6 credits and 1.4 practical credits.

TYPES OF TEACHING

Types of teaching	M	S	GA	GL	GO	GCL	TA	TI	GCA
Hours of face-to-face teaching	46		14						
Horas de Actividad No Presencial del Alumno/a	69		21						

Legend: M: Lecture-based S: Seminar GA: Applied classroom-based groups
 GL: Applied laboratory-based groups GO: Applied computer-based groups GCL: Applied clinical-based groups
 TA: Workshop TI: Industrial workshop GCA: Applied fieldwork groups

Evaluation methods

- Continuous evaluation
- End-of-course evaluation

Evaluation tools and percentages of final mark

- Multiple choice test 50%
- Individual assignments 25%
- Teamwork assignments (problem solving, Project design) 25%

ORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

The evaluation will be continuous:

The evaluation will be continuous for those who attend the teaching hours. The examination that will make up the continuous evaluation will be the following:

- 50% through five multiple-choice tests, each corresponding to 10% of the assessment.
- 25% group work/exercise.
- 25% group work/exercise.

As per article 8.3 of the Student Assessment Regulations, if a student wishes to renounce the continuous evaluation, they must submit a letter to the lecturer responsible for the subject. This letter should clearly state the student's decision and must be submitted within a period of nine weeks from the beginning of the course. In this case, the student will have a final exam which will include the following exercises:

1. - Written exam to develop (50%)
2. - Multiple-choice test (50%)

Students must understand that, as per Article 12.2 of the Student Assessment Regulations, if they wish to waive the continuous evaluation, they must apply one month before the end of the teaching period and submit this request in writing to the lecturer responsible for the subject.

In the case of the final evaluation, it's important to note that not taking the exam on the official assessment date will automatically result in the exam being waived.

EXTRAORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

The extraordinary call will include the following exercises for assessment:

1. - Written exam to develop (50%)
2. - Multiple-choice test (50%)

MANDATORY MATERIALS

Brzezinski, Zbigniew (1998): El gran tablero mundial: la supremacia estadounidense y sus imperativos geoestratégicos. Barcelona: Paidós.
 Carpizo, Jorge (2006): Características esenciales del sistema presidencial e influencias para su instauración en América Latina; Boletín Mexicano de Derecho Comparado 115: 57-91.
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Barcelona: El Viejo Topo, pp. 15-103.

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Alcantara, Manuel (2013): *Sistemas políticos de América Latina I: América del Sur*. Madrid: Tecnos.

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University Press.

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Fortes, Meyer y Evans-Pritchard (2010): Sistemas políticos africanos. México: Centro de Investigaciones y Estudios Superiores en Antropología Social (CIESAS).

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Lijphart, Arend (2000): Modelos de Democracia. Barcelona: Ariel.

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Pérez Rastrilla, Laura (2017): Kosovo: la primera operación de ataque de la OTAN. Información y propaganda en los medios de comunicación españoles marzo 1999-junio 1999. Madrid: Tesis doctoral de la Universidad Complutense de Madrid.

Journals

Journal of Asian and African Studies

East European Politics and Societies

East European Politics

Revista latinoamericana de política comparada

Revista Latinoamericana de Ciencias Sociales

Revista de Ciencia Política

Revista Mexicana de Ciencias Políticas y Sociales

Asian Political Science Review

African Journal of Political Science

The African Journal of Political Science and International Relations

Geopolitics

Latin American Politics and Society

Contemporary Southeast Asia

Web sites of interest

<https://www.clacso.org/>

<https://africanstudies.org/>

OBSERVATIONS



COURSE GUIDE 2024/25

Faculty 323 - Faculty of Social and Communication Sciences

Cycle .

Degree GBPOSO31 - Double Bachelor's degree in Political Science & Public-Sector M **Year** Fourth year

COURSE

28327 - Sistemas Políticos en el Mundo

Credits, ECTS: 6

COURSE DESCRIPTION

This subject aims to study, from a comparative perspective, the characteristics and functioning of the political systems of different countries in the world, specifically in the regions least studied in the degree in Political Science and Public Management: Latin America, Eurasia and Africa. The students will investigate the contents by considering the context of international politics, international relations, the geopolitical struggle for hegemony between states, and the struggle of the Global South to emerge from economic and political dependence.

In the presentation and analysis of countries, the students will study the essential elements of any political system: historical evolution, institutional structures, actors and dynamics between them. In addition, the comparative study of the different degrees of institutionalisation and sovereignty, the various types of democratic and authoritarian regimes, their degrees of fragility/strength and external interference in developing political systems will be particularly relevant.

COMPETENCIES/LEARNING RESULTS FOR THE SUBJECT

Objectives and competencies

1. General objectives

- Understand the complexity of political systems and the geopolitical constraints to which they are subject.
- Understand and identify the elements of political systems.
- Understand and identify external interference in political systems.

2. Specific objectives

- To understand the importance of exogenous factors in understanding and analysing the development and dynamics of the political system, especially in developing, peripheral and subaltern countries.
- To understand and analyse the development and dynamics of some political systems in Eastern Europe, Latin America, Asia and Africa.
- Understand and analyse the most significant characteristics of some political systems in Eastern Europe, Latin America, Asia and Africa.

Competences

- Develop the ability to characterise and classify current political systems according to their organisation and functioning.
- Identifying the degrees of institutionalisation and sovereignty of states.
- Knowing the main geopolitical theories and dynamics.
- Diagnose and evaluate the impact of external interference in political systems.
- Knowing the comparative method in political science.
- Develop critical reasoning and argumentative skills.
- Identify different comparative instruments and indicators.

Other transversal competences:

- Understanding the impact of ideologies, interest groups and social movements on the political process and internal and international conflicts.
- Develop the ability to work in a team.
- To know the bibliographic and internet resources on politics and develop the ability to search and manage them.
- Develop the ability to design and execute academic writing.
- Develop the ability to design and deliver oral presentations.

Theoretical and Practical Contents

1. The geopolitical limitations of the sovereignty of political systems: external interference and struggles for hegemony.
2. Defective democracies, hybrid regimes and authoritarian systems: internal and external factors.
3. Fragility and external interference in political systems: coups d'état, revolutions, regime change, wars and failed states.
4. Political systems in Latin America.
5. Political systems in Eurasia.



6. Political systems in Africa.

TEACHING METHODS

Lectures will be interspersed with some activities and practices to be developed and worked on in the classroom and at home: readings, videos, podcasts, debates or presentations. The subject is eminently lecture-based, with 4.6 credits and 1.4 practical credits.

TYPES OF TEACHING

Types of teaching	M	S	GA	GL	GO	GCL	TA	TI	GCA
Hours of face-to-face teaching	46		14						
Horas de Actividad No Presencial del Alumno/a	69		21						

Legend: M: Lecture-based S: Seminar GA: Applied classroom-based groups
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 TA: Workshop TI: Industrial workshop GCA: Applied fieldwork groups

Evaluation methods

- Continuous evaluation
- End-of-course evaluation

Evaluation tools and percentages of final mark

- Multiple choice test 50%
- Individual assignments 25%
- Teamwork assignments (problem solving, Project design) 25%

ORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

The evaluation will be continuous:

The evaluation will be continuous for those who attend the teaching hours. The examination that will make up the continuous evaluation will be the following:

- 50% through five multiple-choice tests, each corresponding to 10% of the assessment.
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1. - Written exam to develop (50%)
2. - Multiple-choice test (50%)

Students must understand that, as per Article 12.2 of the Student Assessment Regulations, if they wish to waive the continuous evaluation, they must apply one month before the end of the teaching period and submit this request in writing to the lecturer responsible for the subject.

In the case of the final evaluation, it's important to note that not taking the exam on the official assessment date will automatically result in the exam being waived.

EXTRAORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

The extraordinary call will include the following exercises for assessment:

1. - Written exam to develop (50%)
2. - Multiple-choice test (50%)

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Barcelona: El Viejo Topo, pp. 15-103.

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Diamond, Larry Jay (2002): "Thinking About Hybrid Regimes", *Journal of Democracy* 13 (2): 21-35.

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